DOCUMENT RESUME

ED 081 353 HE 004 519

AUTHOR	Eko, Ewa U., Ed.
TITLE	Training for Change in Student Personnel Services.
INSTITUTION	Six Institutions' Consortium, Greensboro, N.C.
PUB DATE	Jun 72
NOTE	47p.; Based on Proceedings of an Institute on Training for Change in Student Personnel Services, Greensboro, North Carolina, May 31 - June 23, 1973
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Students; Educational Change; *Educational Innovation; *Guidance Services; *Higher Education; Organizational Development; Program Planning; *Student Development; *Student Personnel Services

ABSTRACT

The Institute on Training for Change in Student Personnel Services was designed to meet the need for imaginative and innovative approaches to student personnel services in light of contemporary realities. Six papers presented at the Institute concern perspectives on the nature of man, strategies for change, student development, towards a positive student development program, organizational development and program planning, and proposal writing. (MJM)

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TRAINING FOR CHANGE
IN
STUDENT PERSONNEL SERVICES

Based on Proceedings of an Institute on
Training for Change in Student Personnel Services
Conducted under a grant from the
Department of Health, Education and Welfare
United States Office of Education
as authorized by Title V-E
Education Professions Development Act

May 31, - June 23, 1972
Bennett College, Greensboro, N.C.

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Ewa U. Eko, Editor

SIX INSTITUTIONS' CONSORTIUM

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INTRODUCTION

Ewa U. Eko

Rationale for Change in Student Personnel Services

The questions of effectiveness, change and survival of small, usually private, colleges dominate major considerations in American higher education today. This problematic of survival is usually seen as being dependent on how well a college is *effective*, in terms of its management, income production and educational process; how *unique* in respect of its innovative quality programs and services; and how *viable* in regards to its demonstrable response to social change, new knowledge, concepts, and practices.

With the widespread financial and enrollment crises in these institutions, at a time of increasing state coordination and planning of higher education, it becomes increasingly necessary for small colleges to grapple with the consequences of these problems. In a recent study of 48 private four-year liberal arts colleges, Jenny & Wynn found "a worsening financial condition with no improvement in long-term expenditure trends and continued growth in deficits". They found four contributory factors: "(1) a decline in public confidence, (2) change in public and private priorities, (3) demands from students and parents for accountability, (4) poor management practices." These factors are stalking practically all small colleges and universities today.

A substantial part of the related problems of accountability and management practices has to do with institutional conception and program of student life and development - the central purpose of higher education. With their backs to the financial wall, institutions are very open today, more than at any other time, to the resolution of these problems in order to regain their public confidence and support. It becomes mandatory, therefore, to do something about these problems and any efforts directed at these, of a necessity, will produce change. Change comes about when a new awareness is gainedand an appropriate response is made.

In the study, Survival Through Change, there are suggestions that ready signs of ill health in small colleges are apparent when one scrutinizes students, faculty, management and planning. For these institutions to survive there must be an institutional self scrutiny and analysis which affects all elements of institutional life. The key lies in the optimal use of resources within the campus. It is clear that whether we are concerned about college goals or student personnel services, or academic program planning, it becomes important to involve all segments of the total institution. Too often, colleges and universities have tended to be oblivious of the resources on their campuses and consequently have relied heavily on outside resources even when these do not have the requisite sensitivity for their problems as do those persons who are a part of their institutions. There is a need for an "inner direction", on the part of institutions, that will encourage the utilization and application of the resources available within their walls to the solution of their problems. This undoubtedly will involve the setting up of special reward schemes for such services. It will also increase appreciably the feeling of belonging and foster a willingness on the part of institutional members to contribute their utmost to the well being of the institution.

Increasingly the college is being seen as a community of learning, that commands the attention and concern of its component groups. It is no longer an exclusive domain of the faculty nor does the college exist specifically for the students. All - faculty, administrators, staff and students - have common interests at stake - namely the success, progress and longevity of the institution and its ability to fulfill effectively and efficiently its function to the larger societies and its immediate constituencies.

It becomes important therefore that in matters relating to the student welfare, a team of representatives from the various components of the institution should be constituted to develop, plan, and organize activities that will make for an effective program. It is generally accepted that the real test of value of an institution lies in its ability to keep abreast with students, their ideas, interests, goals and values. To this end, a change team will strive to stay *informed* of the total environment of thought and values of individuals and groups that make up the institutional community and utilize these to bring about effective action. The team will remain *effective* as it continuously grapples with the consequences of accelerated personal, societal, institutional and technological change.

Such a team will serve to optimize the development of communication and action. It will help in improving the amount and quality of interaction - intellectually, socially and otherwise - and a climate of relationships, in which acceptance, trust and openess assure all to contribute honestly to the common good. This strategy for institutional change, otherwise known as Student Life Studies Program at some institutions, has been validated by many as invaluable action/research option for stimulating change on campuses. As our institutions stand at the crossroads of survival, it is important to develop a viable stance and mechanism for the process of modernization of policies, procedures and practices that will provide them with the ability to adapt, and yet remain sanguine, to the new indices of stress and change that implicate student personnel services. It is imperative that steps be taken to evaluate existing student personnel services as well as exploring new opportunites for effectuating programs that are desirable.

Training for Change: An Institute Program Overview

In response to meeting this challenge for imaginative and innovative approaches to student personnel services, that will adequately meet these contemporary realities, the Six Institutions' Consortium sponsored an *Institute on Training for Change in Student Personnel Services* in order to assist its member and other institutions in this direction. The Institute was conducted in June 1972 under a grant from the Department of Health, Education and Welfare, United States Office of Education as authorized by Title V-E of the Education Professions Development Act. It was attended by thirty-seven participants from these institutions: Barber-Scotia College, Bennett College, Livingstone College, St. Augustine's College, Shaw University, Winston-Salem State University, Benedict College, College of the Virgin Islands, High Point College and North Carolina A&T State University.

The short-term Institute provided an in-service education aimed at increasing the effectiveness of student personnel staff, services, and programs of participating institutions. Through team dialogues, workshops, discussion, and practicum sessions with Institute faculty, low-income students, and other resource persons, the participants were challenged to the magnitude of changes in services and programs that must be made in order to meet the academic

and life adjustment needs of their students. In addition, the program enabled participants to make a critical assessment of their institutional problems in student personnel services and to prepare proposals for their solutions. It allowed them to deepen their acquaintance with program materials and human resources as well as improved methods of education for change.

The instructional program of the Institute was based upon a thorough pre-institute evaluation of the student personnel programs, services and staff of all the Consortium institutions as well as the perceived needs of the institute enrollees. As a laboratory for change, the framework of the institute was deliberately made flexible to accommodate the needs of its participants and institutional priorities.

In the main, however, the instructional program stressed the following content areas: (1) Intra - and interpersonal processes and team development; (2) Program Planning and Proposal writing; (3) Communication, Decision Making and Organizational Development; (4) Strategies and Skills for Institutional Behavior Change; (5) Current and Critical Issues in Student Personnel Work. In each content area, the analysis and direction focused on the quality of human relationships and communication in an educational community; program planning, development and management in terms of quality, volume and cooperation; and on the evaluation of current student personnel services. Lectures and practicums were held for each area daily. Institutional teams worked collectively with their students on proposals for program changes on their campuses. Out of these emerged excellent and thoughtful proposals which have been forwarded to the presidents and deans of the participating institutions. The Institute staff visited some of these institutions and met with administrators with a view to encouraging the implementation of the proposals.

In order to achieve a commonality of approach and continuity, an instructional team approach was utilized. Each faculty presentation, attended by all faculty members was followed by a lab practicum session of an hour's duration under each of the instructional staff. Also, a daily meeting of the instructional staff was held to evaluate all activities of the Institute. Other activities included independent and assigned readings, conferences with the Institute faculty, and reactor panels. Opportunities for informal and personal associations through recreation and outdoor activities were also provided.

The overall evidence, obtained from all the evaluations and the reactions of staff and participants, support

the conclusion that the Institute successfully fulfilled a need for the improvement of student personnel services of participating institutions. Most of the participants, who came to the Institute without any prior professional preparation in the area of student personnel, were given new insights and perspectives, both theoretical and practical, for effective work among low-income and minority students. Participants acquired new skills and knowledge of pertinent resources: and has practice in the preparation and presentation of proposals and program plans.

Finally, it was generally recognized that the four-week program was not the end of the Institute. It was expected that the program will be continued at the various campuses through the implementation of the plans of action developed by each institutional team of participants. It was expected that the work on the home campuses will feature: 1) the dissemination of the learning experiences of the Institute program; 2) the submission, follow-up and implementation of the proposals, developed during the course of the Institute; and 3) the development of further ideas for change and concepts for further training programs. To these ends, the Institute served as a catalyst to unsettle many a mind and did kindle a new spirit of awareness of the needs and process of change for a wholesome approach to student personnel services in higher education.

The papers, that follow, were some of the lectures given by the faculty and visiting lecturers during the course of the *Institute on Training for Change in Student Personnel Services*. Their presentation, herein, has been done in order to share the exciting thrust of the Institute as well as to underscore the urgent necessity for planning new options and different alternatives for more effective student personnel functioning in small colleges and universities.

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A PERSPECTIVE ON THE NATURE OF MAN

Charles J. Hicks, Jr.

Sometime ago, I had the opportunity to pin my thoughts down on what I thought was the nature of man. I viewed the task as being pretty significant. Although sometimes I have often had passing or rambling thoughts about the nature of man, this task forced me to pull all of my thoughts and notions into some perspective as a basis for working with people; for trying to understand people; and for attempting to "help" people. So I did at that time prepare, to the best of my ability, a format of thoughts representating my perspective of the nature of man.

Whether we speak of mankind as a race or man as an individual, we are talking about something that has come into being over a long period of time and also something that continues to happen. Mankind is a continuing event found within nature and the history of the universe. When man is born, he is thrown out of a situation which is very definite into a situation which is very indefinite, uncertain and open. Man is life being aware of itself; his awareness of himself, of his fellowman, of his past, and of the possibility of his future. I visualize man as being capable of determining and selecting his course in life, providing he is motivated by his drive for self-actualization. Man is capable of releasing his potentials and evaluating exploration in order to provide congruency between himself and his experiences. Man is both rational and emotional. However, he must be responsible for his life and must undertake this responsibility by defining its meaning and its purpose.

We find that man is constantly confronted by the experiences of his environment. Within this environment and the processes of self-actualization, man is constantly confronted with conflict, distortion and inconsistency. Difficulties arise as man tries to translate the knowledge of his environment into a functional process alinged with self. He finds that his choices are limited by the fitness of spatio-temporal and emotional responses. He creates value which will further his genera. He is the determiner of his actions and interactions within situations. He is an actor acting at all times within circumstances and not within a vaccum. He learns that certain acts tend to further his

freedom within himself and with others, and that certain other acts tend to enhance his dignity and physical-mental and emotional well being.

We know basically that man is limited by his organismic characteristics, by the casual-existential nature of his world and by his own fore-knowledge of his death. If man is to tolerate himself through the gravity of his plight, then he must stand for something in terms of his self-being and his self worth. He has to act based upon what he has committed himself to or what he feels must be done. Many times he is not able to identify his acts, thus creating conflicts within self, his experiences and with others. His basic need from which all other needs steem is the need for a designing force of his existence.. his becoming. Hopefully he seeks this by means of activities which will preserve and enhance his phenomenal self-life-giving experiences.

Often man finds himself in conflict with things and events that tend to negate his humanity. His life is constantly influenced by conflicts which generate other conflicts toward the death blow of life which is the rejuvenation of life. These conflicts have a tremendous impact upon his character. Man has to resort to knowledge as a vehicle for making decisions for working through his conflicts, for keeping in tune with the realities of his physical world and in establishing tentative laws of prediction. Although many of these laws of prediction often makes his view of the world ambigious and are only an approximation of its existent reality, man can, by his feelings, thoughts, acts and decisions, make himself into what he will become within the existing circumstances surrounding his existence. Thus, man is what he perceives, feels and does. Not all of the goals of man's acts are worthwhile for the freedom and concern of other men. This results into being a form of slavery which in essence negates freedom and human dignity.

Men differ in their ability to accept responsibility in choosing for all men. Since man is born with the potential of being a free, responsible and human agent, he must react to and engage into dialogue with his environment in order to transform and transcend it. Let me just share some of the characteristics that distinguish man from animal. I guess most of these might be obvious to you, but still I will share them with you any way.

1. First, man is born with a set of genetically imprinted behaviors. His early survival depends upon care, love and protection. His brain permits him to receive, store and neutralize what it receives. Man comes into

possession of a mind through his interaction with the physical and social world about him.

Secondly, man has an energy source that exceeds that possessed by other organisms.

Thirdly, man has the capacity to pause between stimulus and response and may choose among alternative responses.

Fourthly, man can capture the time stream, taking into account the past and present and project both of these into the future.

Fifth, man through the use of symbols, gestures and language can take the role of the other person. He can be a separate self from other selves, be aware that he is aware, and he can experience himself both as subject and as object.

Sixth, man is able to estimate the consequences of the choices he makes.

Seventh, in the exercise of freedom within the limits of necessity, man has a reason for the choice he makes. Man is inescapably a value creating organism.

All men possess at birth the potential for these distinguishing characteristics. The environmental conditions that he experiences can either nourish or suppress their realization.

Man's basic tendency then is to fulfill himself through actualizing the self. The ideal nature of man is congruent when the self is aligned with its experiences. But, man's nature has become divided with one aspect being true to the actualizing tendency of his being and the other, as a result of experiences, being inaccurate in the self structure. This becomes the source of man's inner conflicts which are the expression or the blossoming of his thoughts and feelings. Thus, man is made or unmade by his inner self; directly by his thoughts and his feelings, which indirectly influence his interaction and behavior within the environment. Man has the potential to master and to mold character and to create and shape conditions of his environment and his destiny. Though man has the potential to be a master, he within his weaknesses and degradation misgoverns his existence. However, when he begins to reflect on his condition, and to search

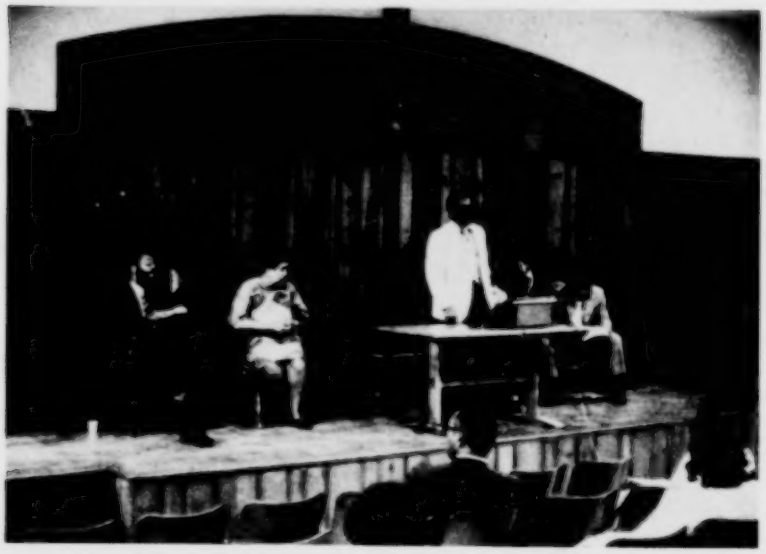
diligently for the law upon which his being is established he then becomes a wise master. As a wise master, hopefully he directs his energies through intelligence, reason, compassion and love and attempts to fashion his thoughts and acts toward a fruitful existence.

Man, then, is truly the maker of his character, the molder of his life, and the builder of his destiny in relation to the life giving experiences of his existence. Man is challenged to be aware at all moments of his existence, to control, express, alter, and trace his effect upon himself, others and his environment. It is important that man utilizes every experience as a means of obtaining knowledge of himself. Man is where he is by laws of his being; by the kinds of emotional feelings and thoughts which he has internalized into his character. Man is buffeted by circumstances as long as he believes himself to be a creative power, he then becomes the rightful master of himself and of his circumstances. Thought and character are one, and as character can only manifest and discover itself through involvement within the circumstances of life, then the task of man becomes one of harmoniously relating his outer conditions to his inner state. These thoughts and feelings which man has built into this character creates the harmony or disharmony of his outer world. The outer world is thus shaped by the inner world's feelings and thoughts.

Men attract what they are and not what they want. But, the divinity that shapes man's becoming is within his very self. A man only begins to be a man when he ceases to whine and revile and commences to search for the hidden justice which regulates his life. As he adapts his mind to that regulating factor, he ceases to accuse others for the cause of conditions and builds himself up in strong and noble thoughts. He ceases to kick against circumstances, but begins to use them as aids to his more rapid progress and as a means of discovering the hidden powers and possibilities within himself. Man can be what he wills. He is not subject to prediction and control due to the independence of the human spirit and the essential autonomy of the self. Man has the potential for creativity, for life-giving and also to be supreme. The human self and the awareness of other selves will be the determiner of the manner and mode in which he will grow, live and die.

Thus, man is a creator of culture, wherein he must give regard to his freedom and the freedom of others within that culture. Man's focus must be on the nature of the existence of human beings rather than the law. He must recognize his limitations so that he can

transcend and not be bounded by his culture. I believe that the proof of these statements lie in every person, if they admit themselves to investigation by systematic introspection and self-analysis. At this point I am able to accept this image of the nature of man as being my fundamental basis for valuing man and life. I feel that these aspects of the nature of man illumine the humanness in man and serves as a positive basis for his development as well as a foundation for me to perceive, to know, to understand and to extend myself to mankind.



Faculty at Opening Session of the Institute. From left to right: Charles Hicks, Anita Hughes, Richard Kelsey, Eka Eko (Director), and Warren Morgan.

STRATEGIES FOR CHANGE

Anita Hughes

Let me start off with an operational definition of what change will mean as we talk about it in this particular workshop. Our task will be to access the apparent significant trends, power and authority in relationships on and off the campus and to explore new options and different alternatives for improved institutional functioning.

To handle this task initially, we will be talking about six major themes that have occurred in our institutions throughout the country. Those themes, regardless of our institution are: a decline in autonomy; an increase in procedural regulations; a more candid recognition and management of content; a greater decentralization; a challenge of professional values; and an apparent demise of the academic mystique.

When we talk about a decline in autonomy, all we are saying is, that for the last several years we have had broader participation in and greater surveillance of the decision making processes. That in itself means that we have forces both within the campus and outside of the campus that are challenging the individuals and the institutions themselves, questioning their whole life style.

When discussing procedural regulation we are saying that conflict is inevitable. All of us will be forced to come up with various ad hoc procedures to resolve conflicts. And few if any of us have a stable, elaborate or well defined mechanism for dealing with a multiplicity of conflicts.

When we look at the concept of conflict and management, we are again saying that procedures that we have set up thus far have not in any way regularized the way in which decisions are made. There is still that elite group that makes the decisions and a few of you participate in the recognition and management of that decision making body.

The concept of decentralization means we are making an attempt to reduce anxiety and tensions. Most of our centralization models have resulted in placing more accountability on each of the participants and consequently to the path of decentralization.

Professionalism has been reduced to a redefinition of academic freedom and academic excellence, with each of these redefinitions we have persons and institutions that have rejected all of the proposed ideas that most of the institutions and that most of the persons have formulated. Therefore, we are in what we call a crisis related area of change.

Finally, the demise of the academic mystique means that what you do on your campuses is no longer left up to that institution. To the mass media, almost every campus now is under public surveliance and there is little sign that there will be any relaxation of this.

It becomes our task then when we talk about change to think about all of these factors and many others and come up with a new level of interest, a new sophistication, a new way of bringing about trust a new way of determining how effective have we been. Some of us would say, that we have been quite effective change agents. Prehaps the dialogue between the student personnel workers and the clients who feel this way would go something like this: "Trust us, why of course you should trust us. Be open with you, of course I am open with you (that is as open as I can be). Level with you, oh I know I level with you (level with you as much as you level with me.) Accept me, naturally I accept you just like you accept me (I accept you for as far as I know you). Self direction, I always believe in self direction, don't you (maybe some day the institution, the individual will let us have self direction). What's the hang up with change, not a thing. How could there be a hang up with change when we have individuals and institutions that are self-trusting, self-directing, leveling."

As we pursue the task of change toward trust, self-direction and leveling, one must utilize skillfully the strategies for change. Strategies for change run along a fine continumum from investment to maintenance, to tactical, and to opportunity theories. In each of these strategic theories the whole idea is to convey to the individuals within the institution that they have direction for change, that there is a means for change, that they are important in that change. Depending on the theories used, the elements of trust, self-direction and leveling lead to unified or self-interest goals.

Now let me give you a few isolated facts about higher education, to see how well these strategies have worked. Almost every institution is bankrupt either in terms of financial constraints and/or lack of individual strength and direction. Almost every institution is a political society. It means that we can be open. Only a few of us can know most of what is going on and only a few of us will make the decision. Strategies for change in practice are very much like integration, segregation and separation practices. Each of us in this room falls into one or more of these categories.

In the 1960's we had a surge of persons who supported the idea of change and most of those persons who supported the ideas of change at that time were in a fear syndrome. They decided to use a strategy of maintenance (integration). They decided that it would be very easy to let you believe that the change was occurring. Students were placed on all sorts of committees on our campuses. Blacks and other minorities were placed on various state and federal commissions. In each instance, by using you change was very slight or not noticeable at all. Lots of persons were not ready for change and lots of persons would never be ready for change.

Also during the sixties we found that much of our data was out of phase. We had felt that there would be a need for more educated persons (separation). Now lets just look at some of the facts. One and one half million teachers will be produced this academic year, and yet there is not a school system anywhere in the country where they are not having budget constraints, thus the supply outweighs the demand. There is not a school system anywhere in the country where they don't have a long list of persons waiting to get a job. We will have 34,000 Ph.D.'s this year and yet we know that the Ph.D.'s are now handling the car washes, delivering mail, they are doing every kind of work you can imagine. Eighty per cent of the jobs in the next 10 years are designed to be filled by non-college graduates. If you will just look at the data you will begin to question the viability of higher education and its institutions that have as its main goals that of education and consequently fulfillment through the acquisition of a job. Commensurate with the time that you have invested in education, another very startling fact, particularly for our college graduates, is that there has been an economic leveling process. College degree holders and non-college graduates salaries over lap. A young person who earns

an Associate Arts Degree from a technical university who acquired an occupational skill is going to earn between $9,000 and $12,000. For our baccalaureate degree graduate his starting salary will be $10,000 to $11,000 each year. Keep in mind I said there were 34,000 Ph.D.'s. Most of them will be vying for the positions that the baccalaureate degree holders have (separation). We find more Ph.D.'s in our elementary, junior high and senior high school than ever before and likely that will increase, as long as we perpetuate the myth that the world, this society is changing toward more education in the form of a baccalaureate, a master's, or a Ph.D. These are obviously examples of maintenance tactical, investment and opportunity theories for change. One of the things that has become very threatening is that when we begin to talk about strategies of change, people sometimes isolate strategies from communities at large and they don't think collectively of some of the factors that are being considered. For example, how many of the predominantly black institutions across the country have international education programs? If we are serious about investment change we need to look at the international makret place. This is where persons like yourself will be needed. It has nothing to do with nation building, it has nothing to do with any particular ideology. But how many of you in conversations with your professors, how many of you in conversations with your staff or administration have heard them talk about international education? What I am suggesting is that any strategy for change can be useful or prevent usefulness. There is a need for skill acquisition, there is a need for information distinction, but it may not be here.

We move to another concept that may cause some of you difficulties. We ought to have the opportunity for universal access to higher education. This premise too has many factors that support it. Primarily, various minority groups that have been talking for equal opportunity for the last several years. It is interesting to note however, that few of them have looked at the strategies of change again. Few of you will acknowledge that there is no equality in separation and there never will be and don't suffer under that assumption any longer.

Many of us thoughtfully have felt that education as we have developed it on our campuses is the life style of the future. Now I would like to know some of the facts by which some of the predominantly black institutions made that judgement. For instance, I hear students in my group here in the institute relating education to walking on the grass. Relating education to total participation, total acceptance, total listening to their ideas.

Prehaps the black administrators and staff have a mystique all their own. I don't understand the rules and regulations and what it has to do with education. It seems that the administration, staff and faculty use rules and regulations as a kind of opportunity strategy. Opportunity strategy is to capitalize on and exhort people and cause them to undergo all sorts of changes. Educationally we refer to this process as occidental development.

Prehaps what we ought to do as we begin talking about strategies for change is to propose what should have happened sometime ago: a plan to implement change. What I would like to propose as our first topic for discussion is the abolishment of the student personnel services staff. This I think will be a major change on our campuses and I think there are strategies we can use to implement this end. There certainly are lots of reasons why we should abolish the student personnel services staff.

A Daily Faculty Session on Evaluation and Planning

STUDENT DEVELOPMENT: HELPING OR TROUBLING THE WATERS

Warren W. Morgan

I am very happy to have the opportunity of sharing the concerns I have about the entire spectrum of Student Development. I will not necessarily be saying the things you want to hear but rather the things I think and feel you ought to know.

The recording you have just listened to (Bridge Over Troubled Water) is very relevant to the topic with which we will be dealing; for the problems on the various campuses are mounting and flowing like troubled waters, and we who work in the student development areas are being called on more and more to Bridge the Waters--most often from bank to bank and shore line to shore line and deal with, for frequently our students need more than a bridge to harbor over their troubles. They need someone to get down in the stream and assist them, facilitate for them, to help and to guide them over the roaring current. As practitioner, an activist and not a philosopher or moralist, I see the roaring current from a different perspective than the classroom instructor, the librarian or the President. I view the current as stemming from psychological and at times even physical insecurities that are brought on by our present systems of evaluating and grading students. This represents only one of the many situations that are created on the campus to harass students both in and out of the classroom. I will address some of these harassing elements at a later point in our visit.

I can't see why student development programs are needed on any campus if these programs are not designed to assist the students in becomeing self-reliant and independent persons who are able to use their accumulated knowledge and experiences to make wise decisions. It is extremely important that as we become more sophisticated about students and the programs that we operate for them, that we understand and more importantly that we openly admit that few, if indeed any student development programs have been established with the philosophy or even the assumption that they would be dealing with the total student. They basically were brought into being to deal with (in many cases to control) the affective functions

of students and more specifically to handle these functions only in out-of-class situations in the residence halls, health centers, activities areas and in some instances counseling centers. More recently attention has also been given to the financial and career needs of the student. Students, however, do not function totally in the affective domain; they operate from a cognitive position as well as believe it or not the cognitive processes of students actually continue in motion in places other than the classroom.

We cannot successfully separate the cognitive from affective when dealing with students and the ways in which they grow, learn and develop. This brings us to one of the very vital concerns that must be handled by student development officers on the campus. We must make it clear to all segments of the academic community that people who are in the classroom are not the only sources of knowledge on the campus. I'm simply trying to say that we must take the steps necessary to make our staffs become recognized as educational leaders. We must become committed to helping a whole student in becoming a whole person.

We must begin to concern ourselves more with the business of education. We must begin to move further and further away from concerns about curfew, hair and dress styles and get more involved with the type of atmosphere that is present on the campus. We should be concerned as to whether the atmosphere is conducive to fostering a positive learning environment; concern with establishing mini libraries within the residence halls on the campus; concern with sponsoring cultural, social and learning activities that assist the academic area in developing a student who is a complete entity, concern with developing positive community and university relations. As student development officers, we should be actively attempting to interpret to the various segments of the academic community the needs and interests of students. In many cases the previous failure of student development personnel to analyze current trends and predictable problems and interpret them to the powers to be has caused many personnel administrators to operate on an exigency basis, putting out fires and picking up pieces rather than functioning as truly an educational barometer of the needs of students within the academic community.

I believe that we are degrading and stagnating our purposes when we define learning as those "classroom activities." When we narrowly define our facilities as those persons who are involved in classroom activities, every individual on the campus should be included, indeed

involved in the process--from the janitor to the president. If the janitor is not knowledgeable within his capabilities of what the institution is about, who to see when problems arise, why supplies are not available, he can become through the informal organization a source of problems that sooner or later will touch on the student's moral fiber.

It is my opinion that a sound student development program should be based on the assumption that every contact with a student should be geared towards assisting that student towards increased independence and stronger ability to handle problems on his own in the future. I do not want to give the impression that student development should be problem-centered, for indeed it should be educationally oriented from top to bottom with emphasis on ways of eliminating the barriers that do and those that have the potential of interferring with the student's ability or opportunity to learn. In order for the barriers to be removed, it is important from an administrative standpoint that the following lifeless type of substances be dealt with: Continuous stimulation of both the professional and personal growth of staff members; proper and innovative recruiting and training of new personnel staff members; integrating student development services into the main stream of the campus learning environment; meeting the social, physical and administrative difficulties that occur from the traditional separation of programs and experiences on the basis of sex; development of effective ways of assisting the special segments present within the student bodies of campuses. These segments included Day or Commuting students, Foreign students, Married students, Veterans, the Gay Liberation, the Handicapped and more and more of the White minority that are emerging on our Black campuses for and because of diverse reasons---each group having its own particular needs. Finally, but certainly not least in this phase of my talk, it seems imperative that we establish a set procedure for the continuous evaluation of our programs. It is not a sign of unworkability for a program or activity to change every six months or a year--rather, it is an indication of the openess and the willingness to experiment and to deal positively with the times--time itself is change.

Colleges for too long have been treating student personnel officers as "stepchildren" and as "them folks over there." Instead, attention must be directed toward understanding the significant functions that these persons play on campus and the relationship of their roles to higher education, to life and the world outside the marketplace. It is important that we begin to allow our intellects to penetrate the walls of traditionalism and commence to observe the student development administrator as primarily being responsible for establishing and performing certain services designed to improve the educational

effectiveness of the academic community. In this regard, the student development officers must understand that to be successful they must maintain a relationship with all other segments of the campus. I would like to share with you some of the ways that we have been successful in integrating our academic areas with our personnel programs: (a) Advisory and in some instances, policy-making committees have been restructured to allow for equal participation by the major constituencies of the campus (faculty, student development officers, students and general administrators). In all cases the students are appointed by the student government associations. Others are appointed (after consultation and recommendations from the faculty and staff) by the president of the college; (b) Rap series dealing with contemporary and world issues have been initiated within the residence halls; (c) Weekly panel discussions on the internal concerns of the college community; (d) Involvement of faculty and staff in intramural and extramural activities; (e) The inclusion of student development personnel in faculty and curriculum development meetings as voting participants; (f) Development of a new broader definition of "faculty" to include counselors, financial aid and student activities personnel. This redefinition affords a greater opportunity for input from a segment of of the campus community that heretofore was unable to contribute to the "educational" decisions.

In concluding, I would like to make a short endorsement of changes I believe are needed within most of our programs. First, if staff development is to be seen as a concern of consequence in the work of the institution, I believe that it is particularly important that the chief student development officer has support for his/her overall role with specific emphasis placed on staff development. The president must believe that the institution has a responsibility for fostering the personal and professional development of staff members. If not, the chief officer will be constantly frustrated in his or her attempts to develop a quality program with concerned and sensitive people. Such institutional support is likely to come when the president believes in the validity of a student development program.

A major way of brining about positive and learned change on the campus is to develop a non-threatening environment. This can be accomplished by moving attitudes about student government from that of suspiciousness toward trust, from group demendence to self-sufficiency, from over-submission and over-dominance toward acceptance. The student activities office on all campuses should be endowed with the authority to schedule activities for the entire campus. The personnel within this office should be a vital part of the

master calendar planning committee of the campus. Where physically possible, efforts should be made to include all campus activities under the jurisdiction of this office. Clubs, organizations, all recreation areas, union as well as the intra and extramural programs should be viewed both philosophically and functionally as part of this unit.

It has been said that "love makes the world turn but that discipline is the grease that oils the wheel." In this vein on the subject of campus codes, laws, guidelines and judicial systems, it is most important that constant attempts be made to reduce the fear of discipline. Discipline if handled properly can be one of the greater learning experiences engaged in by students and faculties. If "responsibility" is echoed and reechoed, then discipline should not have to be a forced situation but rather a preventive and correcting factor. Where possible, the concept of In Loco Parentis should not, and must not be totally abandoned by our Black schools because of both the physiological and psychological stages of human development. So many of our students need and, in fact, want us to be protectors and guides for them.

Counseling centers must establish strong referral systems with outside agencies and service groups. Less and less emphasis should be placed on intellectual testing within counseling centers with direction towards career, personality and attitudinal developments of students.

(1) Need help from faculty in motivation

(2) Need help in developing self-concepts

(3) Need relief from expectations of failure

(4) Need to be evaluated prior to a course or entrance into the college

(5) Need relevant content and meaningful non-class experiences

(6) Need to be aware of responsibilities and penalities of getting an education

(7) Need to be aware of objectives of institution and administration

(8) Need privacy in interaction with teacher and peers

(9) May need counseling

(10) Need variety of materials, resources and/or experience from the various segments of society

(11) Need assistance from administration in dealing with various college procedures

In the future, institutions and those of us who are employed by them will be demanded to account to that segment of the campus to whom we offer services for more effective service. The manner in which we respond will to a large degree determine who we are and where we are going. As this whole question of accountability looms larger and more threatening, faculty and administrators are still searching for outside reasons why things are not the way they once were, when in reality we should be looking inward at ourselves and what we are all about if indeed anything.

Institute Participants in group discussion.

TOWARDS A POSITIVE STUDENT DEVELOPMENTAL PROGRAM

Roosevelt Johnson

Dr. Kelsey has shared with you the fact that I have been involved in some research; not experimental design as such, but survey research to find out some of the needs of black colleges, along with one of my Ph.D. students, Mac Stewart from Morehouse College. We began to ponder Fred Crossland's Minority Access to College, a Ford Foundation publication that came out last year. He enumerates five to six barriers to all black students, and claims that these are the barriers that prevent students from going into and retaining themselves in higher education. He mentions financial aid, poor preparation, and the inability to deal with standardized tests. He states that the cold reality, which is impeccably documented by the Kerner Report, is that students are in fact, faced with racial hostility. This is a barrier to higher education. And, of course, he goes into the problem of distance from the available higher education center. He says that these are the barriers that prevent black folk from attending and retaining themselves in higher education. We feel there must be some other, and that he did not get into the "nitty gritty" of what is involved in Black people, or all minority people, coming into higher education.

What we did was develop a quasi Delphi-technique, which is a ranking order technique. I wanted to find out what is going on at predominantly black schools and what is going on at traditionally white schools that have enrolled some black students - such as Wayne State University, Southern Illinois University, State University of New Jersey, and the State University of New York, where there is a high density of "minority" students. Given the geographical region in which we are located, these minority students could assume the names of Chicanos, Puerto-Ricans, Native Americans, and so forth.

I think many of my colleagues feel that there isn't a great amount of difference in student needs at predominantly black schools and predominantly white schools. In other words, I will go on record as saying that the needs here at Bennett College, Winston-Salem State University, and Barber-Scotia College, and the needs at Ohio State, Wayne State, and at Chicago Circle universities, or wherever, are essentially the same, and I will document this

statement with responses returned by my colleagues. When you look at the concept of student development, all students need the services that a university must provide in order to sustain themselves and function properly. To commence our research, we used a publication of predominantly black schools that had received money from the Ford Foundation, and the American Association of Education Registry to identify some predominantly white schools. Then we sent surveys to persons who were categorically known as the chief personnel administrator. After this information is returned, I plan to develop a curriculum to compare masters and Ph.D. programs with the necessities that these student personnel administrators will tell us that they would like to see their staff equipped with in the next three years, based on what they are seeing now.

The following is a part of the succinct cover letter that we sent with the survey:

> It will be greatly appreciated if you will enclose four topics and/or issues that have been of concern to you in your daily work with ethnic minorities that you feel should be covered in such a proposed program.

We asked them to list in rank order, the things that they felt were issues. An issue could be political impotence as related to black students, the lack of funds to sustain students, or the inadequacy of staff.

Initially, there were 50 colleges and universities surveyed, 25 predominantly white and 25 predominantly black institutions. After getting very meager returns, I selected another 25 colleges and sent the same survey. I found that people, seemingly, do not want to participate in anything that is going to make them take a serious look at themselves. Of the original surveys, 24 were returned, or nearly 50%. Then, after sending out 25 additional forms, some 13 were returned. We were not trying to find anything significant as related to a normal probability curve, but we wanted to get a perspective on what was really on the minds of student personnel administrators at predominantly black and predominantly white campuses, whether, in fact, there was a difference. When we got the surveys back, we decided to group them into categories. We did not ask the administrators to respond in any given category, or on any given issue, but we asked them to respond in any way they wanted. We did use the Crossland studies as a guide. We established some operational definitions: (how many times was it stated that black students need better counseling). We classified

the information into 12 categories: counseling, career planning, preparation (adequate-inadequate), cultural, racial, relevancy, financial, student activities, recruitment, staff, research, and psychological development.

This is very important, if you are going to be change agent teams on your campuses, you must be able to recognize when a given issue or problem comes under one of these terminologies. One thing you need to remember is that they are basically interchangeable. For example, when we start talking about a problem, be it faculty improvement, or student improvement, it is related to other things, such as career planning, but more specifically, to the availability of information which is implicated in the counseling process.

So, to a great extent, it appears to me that the change agent team which will return to work on these college campuses should be able to recognize what the issue is and retreiving information on that issue will be the degree to which the team will be successful.

Until you know what kinds of problems you are dealing with and where the resources are to resolve those problems, you have nothing of value in inter-personal relationships.

We found that the responses from the black college administrators, some of them well renown, and the responses from the administrators of predominantly white institutions, fell under the category of counseling. Secondly, there seemed to be an obsession with career planning; something about the inadequacies and the unavailability of vocational career information. This is very important, because I believe that this type of information is kept away from black folks, and that a significant number of Black people are preparing themselves for jobs that will not be available in four years. For example, The Dictionary of Occupational Titles says that 1/4 of the jobs that will be availble 28 years from now in the year 2000 have not even been classified yet. The implication is that we are going to have to incorporate something into career information and vocational information that doesn't equip a person to be a teacher as such, but equips an individual to use the processes of knowledge; the ways of knowing; generalizations; deductions, inductions, and things like research to make decisions. This must be done in order to sustain ourselves and be viable so we can go about the whole business of trying to get the administration and faculty sensitized to the temporal needs, the here and now needs.

The dynamics of knowing and not being able to use knowledge are engrained into the fabric of the processes of our economy, because, basically, I believe that when one has a high school education, he has enough knowledge but he needs to know how to manipulate that knowledge, and I think the colleges and universities are merely a "cop-out" that feeds into the whole concept of the "military-industrial complex" when they don't teach students processes and manipulation of knowledge.

Thirdly, in every response there arose an aspect that dealt with preparation: adequate or inadequate. We found that most institutions need programs for tutoring and improvement of communication skills. They also said some consideration should be given to advising and educating counselors on the high school level concerning the needs of minority students who plan to enroll in college. But basically the preparation gets into a whole smear of other social problems, the socio-economic status from which most of our students come, being one. In other words, the poor preparation is mysteriously done; you can't trace it or see it clearly wrapped up in the inability of black folks in administration to run their own school system. On the other hand, just because we are black doesn't mean we can run our own school system in order to get the adequate preparation; we are going to have to be able to filter in and out, the right kinds of black folks, and there seems to be a positive correlation of good black folks running the school and adequate preparation.

In order to address the preparation problem and in order to get the current black students ready to move into higher education in such a manner that they will be able to sustain themselves, there is an implication for moving out into surrounding communities. In other words, the change agent team may have to establish relationships with significant groups--liaisons--such as the clergy, the high school counseling group, and other non-traditional type entities and groups.

The current change agent teams cannot disassociate the community from what is happening on the college campus, especially as it relates to the frame of mind which the today-student is bringing to the campus. Student personnel workers and student development specialists may play the ostrich roles and pretend that the sinister aspects of our society do not exist; but, on awakening or taking one's head from the mythical hole, he is apt to find that the atrocities which beset the students' psychological

equilibrium are yet there. That is, to the insensitive staff member or change agent, a "militant" group may be shrugged off as "not the way to solve the problem". I submit that such groups are significant power bases that are striving to make the college experience for their younger brothers and sisters a relevant one.

When issues arise on your college campuses, it should behoove you not to skirt any. The issue should be dealt with in such a manner that it becomes a learning experience. Political activity cannot be suppressed; to be political is a reality; economic issues cannot be ignored; for to be concerned about the equitable distribution of goods and services is economic reality; criminal justice inequities must not be tolerated; for physical genocide is a physical and psychological reality. The sum total of these realities are termed social realities. Therefore, the extent to which college campuses allow students to participate in these realities responsibly, will be the degree to which the syndrome of inadequate preparation will be eradicated. The poor preparation which black students bring to the college campuses are the fruits of swelling in the mystical, irrelevant, immaterial, and insensitive Disneyland of traditional schools.

The next areas and/or issues which are prevalent in the thinking of chief personnel officers with implications for training staffs to deal with student bodies is that of "cultural-racial relevance"--a very difficult area to comprehend entirely. Th type of response, nonetheless, shows up on surveys a being significant to the developmental process of black students. In fact this was a concern that was frequently expressed by personnel offices studied.

How does one separate aspects of an issue from the psychological aspects of student development? Let us say, that a dorm has a curfew hour for a 22-year-old woman. What is this doing for her psychological development? What is this doing for her sense of interpersonal maturity and competence? In the age of freedom and revolution, what are we setting up our young men and women to do if we tell them, at 21 and 22 years of age, what time they must come into their residence halls, whom they can have in their dormitory room, and what they can possess in their rooms. We simply just ponder what this designed psychological paternalism is doing to students in colleges gnerally, and black schools in particular. When we get immersed into the dynamic called culture, whether you like it or not, as black folk, some of us do like to stay out late at night; some of us do like to party; we do like members of the opposite sex; and we do like to have a drink occasionally.

What I find in a significant number of cases, when students emanate from undergraduate school at predominantly black institutions and move to universities like Ohio State, where they are given unlimited freedom, is that the cultural shock is just overwhelming. A significant number of these students leave after one quarter because of their inability to cope with the immense amount of freedom which is built into the system of graduate education. I am saying then, that a significant number of the students, who emanate from places where they have such antiquated type rules, is apt to experience difficulties in making decisions, interacting with others, and planning his daily routine. With implications for your institutions, I would say the laboratory could well be at your current undergraduate emphasis to give the students a role to play in institutional decision-making. In its preamble, a piece of legislation passed in 1967 called the Joint Statement of Rights and Freedom for Students, says that students are a constituency of every academic community and as such, they should participate in all decisions that go on in that institution. Rapidly, we are moving into a concept of the university or college without walls. One may, perhaps receive a degree from Bennett College without ever enrolling or attending classes on the campus. And when this does happen, I maintain that students located in California and taking courses at Bennett College, will have a significant input as to what goes on at the institution.

When we, as black people, are just getting into decision making positions, and when we are not giving the type of experiences to black students for decision making, we are the culprits if we are not training our students to deal with the totality of our total society. That is, psychological development and developing psycholgocal autonomy; which is the ability to deal both independently and interdependently and is a state of mind just like Black Power.

Student activities is another area that we have mentioned quite frequently which shows up quite often on the predominantly white campus. We received information from Mississippi State University, where there is a very meager number of black students. They, for example, count the work that students are doing in the community as student activities. They did not view them as being a part of the curriculum process.

Another area we had was recruitment of staff and students. What basically was to be included in this proposal was that, when I contacted these deans of students I had

planned to request some money to put students into a medical program or put them into a Ph.D. program and then encourage them to go back to the school, from whence they had come. I think there is something positive in that in itself. It would not necessarily be considered inbreeding although some consider it such. Inbreeding is a term that is very detrimental to many black Ph.D.'s at this time. We get our Ph.D.'s at predominantly white schools and they want you to move on because of some strange phenomenon that they deal with called inbreeding. "You will be working with the professors who taught you and you are not generating new ideas. So move on and carry the great name of St. Louis University on to Ohio State, Stanford or some other place. Don't stay around here with us".

I think there is some significance in that. On the other hand, I would like to think that we at this point and time ought to be about process curriculum development, that would bring out students who are interested in student personnel and faculty members who are interested in student personnel. Dr. Kelsey and I have come to the same conclusion, that student personnel workers will become a diminishing population on college campuses in the very near future. It will be known by some other name, but the responsibility for the developmental processes of which we have been speaking, the responsibility for changes, the responsibility for administration will all be together under one system. And there are already implications; for example, at Ohio State, one is promoted then tenured because he is engaged in instruction, research, public service and administration. What they are saying is that we cannot differentiate between the four or five areas. Every person that is hired at that institution is a counselor, a community worker, or a dorm director. You in your team efforts, in your primary group efforts as I understand it, are trying to galvanize and shut some of these demised faculty and administrators out of their charred state of <u>rigor mortis</u> into a more lively role such as living.

As I see it, when you are wheeling and dealing around your college campus, you are trying to give them a psychological shock treatment to get them to see that the faculty ought to be about a little counseling, to get the house mother to see that she ought to be about a little counseling, and to get the president to see that he ought to be concerned about what goes on in his community. That is what I call basically a crisis management team. It is not going to be very easy but the job has to be done. If you don't get it together, no one else will!

When we had the First National Congress of Black Professionals in Higher Education, a significant number of papers were presented, especially in the area which I coordinated; student personnel and higher education. And we have some significant documents which have never been shown before to the public. In the second edition of the Journal of African American Issues, for those of you who will be involved in these change agent teams on your campuses, we have papers by Nathan Hare and Larry Davenport on the issue of what is needed now for black student development and black student personnel in higher education.

About the subject of research, I know many of us will not have the expertise to do the empirical designs necessary to make decisions. It is not necessary that you should become a methodologist as far as the research is concerned but you should know who can help you get the data you need to relate to the decision-making people to have an influence on them. How do you affect and effect the decisions that are being made with respect to the quality development of students housed on a college campus?

The last area which encompasses all others is psychological development. When we get to psychological development our operational definition of particular concern is the development of values. For those of you who participate in those Gestapo techniques in dormitory administration: Have you ever thought of what you are doing in terms of values and development of people at this age, when you say they cannot go out, when you say they cannot stay out over night? It is not whether that girl is going to become pregnant or whether she is going to smoke pot; that is not really the issue. The issue is one that cannot be erased and is: Do you have the right to enforce your values on that individual? I am saying that you do have the right to be the holder of any value system you decide that you want, but I contend that you do not have the right to say that one must do this or one must do that. Becuase you are about shaping that person in your own image, and that is to say that you do not have the corner on the market place as far as that image is concerned.

Essentially the traditionally white universities change by the increasing number of ethnic groups now attending these institutions. For example, I submit that the black student attending our black schools is more intelligent than his cohort was ten years ago. He is more politically aware and aggressive. We cannot

continue to house, search, and educate our black students as though they were the same as their 1949 parents. The central thrust of this proposal is not to discredit what has been done by either institution, predominantly white or predominantly black, but, rather, it addresses the problems which must be dealt with now given the current characteristics of the student population.

Charles Reich, in his book, The Greening of America, did not write for black folks, but I read it because I think it had some implications for things that I have seen going on with our black students. You are huma nistically involved in what your institution is about. People used to think that they were humanistically involved when they said "don't drink", "don't wear Afro's on campus because this makes you look real niggerish", and things of this nature. I know a women dean of students at this particular time who has gone through a period of psychological contortions because they said the girls could wear Afro's. All things on campuses should not be changed.

In loco parentis is the absence of the parent. Have you ever thought: for instance, I never had a daddy at home, so what right does a college have to tell me that it is substituting for my parents? My daddy didn't tell me when to come and go and whether to drink some "Pluck" or not. Nowdoes the college have that right? In loco parentis seems to be inoperable in higher education today and a new form of control must be established.

Autonomy is like leaving home for the first time, thinking that you really have it together and finding out that you are as shaky as a pig on ice skates. If I could give to somebody, reciprocally, then I was somebody. If someone gave me something, it made me feel a sense of worth because they wanted to give to me. But if somebody is giving to me all the time and I am not giving anything back and the reciprocal process is not there, then somebody is pussy-footing around.

If you work toward developing student personnel programs that provide those six or seven sections then you have the beginning of a positive developmental program.

ORGANIZATIONAL DEVELOPMENT AND PROGRAM PLANNING

Richard C. Kelsey

Some of the previous lectures and discussions have touched upon communication and organizational development, which are a very important part of inter- and intra-personal relationships. It is important to emphasize the need to know where we are and where we are coming from. I suggest that we have to ask the "Who am I?" question of ourselves.

In order to have accurate communication, you must have two components, the sender and the receiver. The only check that organizations have on that is to make sure that there are adequate feedback systems. If no adequate feedback system exists, we cannot ascertain whether the receiver has accurately received the message that was sent, or if, in fact, the sender transmitted what he thought he did. You can send what you wish, but the receiver determines whether the message has been received. This is true in organizations as well as between or among individuals. So one of the principles of organizational development would be that you must have an accurate communication system.

Two kinds of communication systems must be considered: the formal and the informal. I am going to ask members of this group to get together as teams from your schools and identify those formal and informal lines of communication which exists on your respective campuses. You might discover, for instance, that your organizational chart says something like, the president, the vice-president and a whole string of deans, directors, or supervisors. We would assume that that would be a formal line of communication. My hunch, however, is that this does not always provide accurate communication. There are several important informal lines of communication which you can identify. These will range from a dean, dorm director, or a student being an accurate line of communication in terms of getting decisions made. I suspect that if I would sit in the gathering places of staff and faculty, that a whole lot of decisions would be made related to students and programs. In organizations as well as in individuals, there is a great deal of similarities. As individuals develop, so do organizations.

Consideration should be given to a very important form of communication, body language. Black people are highly sophisticated in body language. Let me give you some examples of body language. Young children, 3 and 4 years old will be highly skilled at knowing by the way you walk in the door; the way you behave or the odor you exude whether you are angry, or happy or said. Without verbal cues they will sometimes ask the question, "Mommy or Daddy what is wrong?" The question is likely stimulated from body language. Unfortunately, as children go through schools, colleges, or universities, educators do a good job of depriving young people of this very highly skilled nonverbal body language interpretation. It becomes unpopular to continue to develop the body language competency. On campuses, you must say what you mean. However, if we would try and interpret the nonverbal or body language that is being exhibited around us, we might find that it is delivering many important messages.

The image of an organization is another critical factor which involves a great deal. Regular questions must be asked concerning how people see an organization or institution. It makes no difference what set of objectives or goals the institution has, because if your institution is seen as rigid and inhuman, then students and community persons will interact with it as if it is a rigid and inhuman institution. I sometimes marvel when I go to small colleges in Ohio and find that so few seem to know how to relate to the communities around them. Usually few, if any, community people are able to receive benefits from the colleges. I suspect that this is true in some of the colleges in North Carolina. This might suggest that we need to develop new patterns and move out into what I call the educational community. We have already made a small beginning toward this at Ohio State University. We have begun to actually teach academic courses in the community, and make them available to parents, teachers or anyone else who wishes to participate in a particular course. Unfortunately, this rather flexible approach is not the usual thing even though it is recognized by many as being more people-centered.

The educational community is a people-centered learning model. It eliminates the old "I teach, you learn" model and institutes the "we learn" model of instruction. It provides the basis for a reciprocal learning process. It assumes that all those things that affect the lives of individuals are an important part of the educational environment. Therefore, schools are no longer isolated from the geographical community outside the institutional

boundaries. Schools, colleges and universities by design, plan and implement programs which draw in and utilize the resources which they find in the geographical areas around them, as well as the institutions which have direct and indirect relationships with them. In return, educators provide services to the new functionaries which have been brought into their sphere of interaction.

One of my purposes is to discuss with you three models of organizations. I think you will find them extremely important to you because most likely your institution falls into one of the three categories. The three models are the exchange model, the socialization model, and the accomodation model. In any type of organization some goal integration occurs. However, the extent of that goal integration and how it occurs is extremely important. For example, let's say that Bennett College sits in this community and the people around it can't relate to the college. It is possible that because of income for some people, the college will be tolerated - not because it brings in some developmental experiences for people surrounding it. Few efforts may be expended to find out what people would like to see occur in the community. However, there would be some overlap, where the school and some of the community persons have the same kinds of aspirations and goals. In such cases, they may need each other.

The first of the three models, the exchange model, has some goal integration occuring. There is some agreed upon exchanges. An individual will give a certain amount of services and the organization will use those kinds of services in exchange for the pay check. It could be that the individual gets very little personal satisfaction out of what it is he is contributing to the organization. An example might be when you contract a young person to cut your grass who really doesn't like cutting grass but he needs the money. This will probably result in a short term relationship unless other rewards emerge.

The socialization model is a very interesting one. Notice what happens. It moves people toward the organizational goals so that a person begins to believe that my goals and organizational goals are the same. At the same time the organization is giving individuals their goals. In a sense, this would be a kind of brainwashing process. It involves persuading an individual that if you come and work for this college or university you must accept the existing goals, objectives and procedures because they are good for you. Students are persuaded to come and participate at a university because we have the things they need. Sometimes they are encouraged to give up their

whole set of values and goals. They must give up those because their values or goals are not really good for them and not consistent with those of the institution. There is a good chance of one person calling the shots in this model. One person may decide that this is the way this organization should be run and other people must fall in line.

The third model is the accomodation model. In this model the organization moves and the individual doesn't give up his values, objectives and goals. The organization gives up some things. This is where the organization changes and adjusts itself to people. A college following this model adjusts itself to the values which students are bringing. My preference is this model. However, I can't say to you that this is a better model than the other two. Under certain circumstances, this may be the better model.

Organizations, like pople, do not stand still, they either go backwards or forwards. The people in the organization are the ones who determine the rapidity with which change takes place. If we say there are 400 students on campus in 1972 and these are some of the needs they have, you cannot make the assumption that in 1973 when you have 200 new students bringing a total of 600 students that they are going to express the same kinds of needs. So organizations should begin to accomodate to the new parameters of needs. When people (employees or students) request or demand change, they are really saying, "There are several needs that I have which I want met by this organization."

These are three basic models that I would like to have you examine in detail as you consider plans for your school. Some questions which you must ask are: "Do I practice the first one, which is the exchange model? If you do, then you probably implement the "I-give-you-something-if-you-give-me-something" philosophy. So I practice the second one, socialization model? If you do, your philosophy is probably "I know what is best and, if you behave, your reward will be positive; however, you will receive a negative reward if you behave otherwise."

The type of management that you are practicing is probably authoritarianism. The individual does not have the opportunity to question the rule or order. When an

order is given that is gospel, nobody can contest that. In a management system that is structured this way, you have the type of management where you must go through channels. You must take this step before you go to the next step.

The dynamic type of organization is people centered which allows for all types of interaction. It allows for decisions to be questioned; decisions are expected to be challenged when necessary.

The static organization behaves according to a pattern of rigidity. It's image will be that there is a certain kind of student that I want and that I will reject all other kinds of students.

Another concept of organizations is in the concept of transactional diagrams. Those of you who are student personnel workers probably already have read Eric Burn's book The Games People Play or Harris's book I'm O.K., You O.K. or Transactional Analysis, in which he talks basically about positions people take as they relate to others. If you take the position that basically I am authoritarian or a parent figure, then you tell persons what they must do. When organizations behave very emotionally, erratically, and in an uncertain fashion, Burns might say that it has taken the child position. You know this when the student says, "Well I just don't know what's coming down; one time the organization or college behaves in one way and the next time it behaves in another way." The third position under consideration here is referred to as the adult position. This position takes into consideration questions such as : "Am I being too authoritarian?; Am I meeting the needs of persons who are involved: Am I responding logically, or am I responding irrationally?"

Basically, what I have been emphasizing is that organizational behavior is similar to that of individuals. There is nothing magic about the way organizations behave. Unfortunately, because of the resistance to change that organizations typically exemplify, we as individuals tend to say: "there is no point in me bumping my head against that stone wall if I can't make any changes." We begin to feel we are helpless. Yet an individual can initiate some change if he considers the fact that organizations are nothing but a collection of individuals, whose behavior can be analyzed and treated or changed.

There are three types of changes which occur in organizations. These changes are evolutionary, revolutionary, and planned change. Group and organizational behavior are frequently determined by the type of change

which most occurs in their systems. However, it should be pointed out that it is unusual for an organization to only function in one type of change model.

Evolutionary change represents a position of "let nature take its course," or "don't move too fast." It assumes that things automatically happen; the status quo is likely to be maintained. Individuals, groups, and institutions who function under this model do little planning, but expect changes to be logical and appropriate as efforts and activities naturally evolve. It is assumed that the press of the institution or organization is toward positive goals of people. It is neither proactive or reactive.

A second kind of change is revolutionary change. Unfortunately, this is an unplanned type of change that is likely to occur rather rapidly and erratically. It is most often reactive rather than proactive. In other words, students start raising "cain" on campus and then we start trying to make some adjustments in our program. Kurt Lewin speaks of the organization's changing goals. He says that it is very important to have some type of revolutionary action to break the statis so that unfreezing and moving to another level takes place; but it is tremendously important that some way of refreezing at that new level is planned and implemented. However, if only revolutionary change is operative, an unstable and frustrating situation is likely to exist.

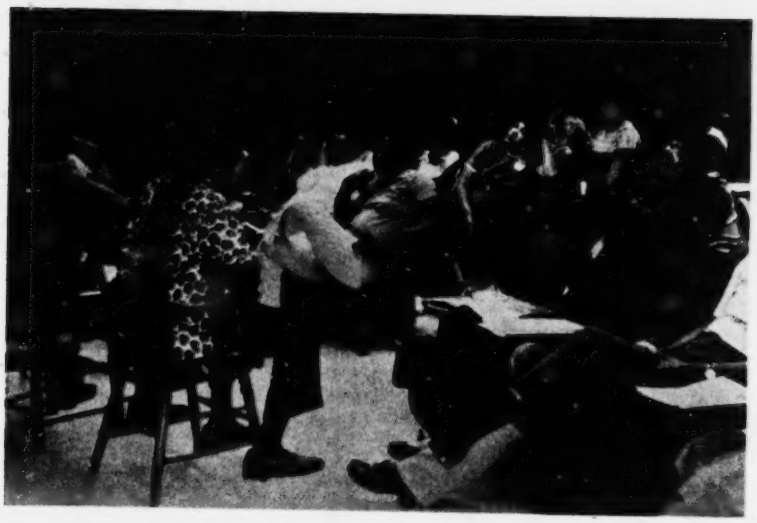
Planned Change involves identifying needs and objectives logically and developing processes for meeting these needs. Questions which are raised will include: How do you set up evaluation systems internally and externally?; Are your present goals and objectives functional or nonfunctional?; What would be moving too fast and what would be moving too slow?

In colleges and universities, considerations regarding needs assessments would include questions such as: What are the perceived needs of students and what are the real needs?; What are the perceived needs of academic and supporting faculties and what are the real needs?; What are the organizational needs? Where ever gaps or distances are found between the answers to the first question and the answers to the second question, processes should be established to close the gap.

Another consideration pertains to the reward system: Are the reward systems punitive or are they positive in nature? If they are not positive, how can they be made

positive? Have we included short term, long term and intermediate rewards? If the organization does not provide these three types of rewards, it is like being promised $10,000 a year and only being paid at the end of the year. Most people would have a difficult time responding to this. But if it were prorated out over monthly or weekly periods, we could relate to it because we would be getting short term, intermediate term and long term rewards. Likewise, goals must follow this pattern becuase it provides the stepping stone approach which tends to be satisfying to most persons.

In conclusion, I have not said much more than that healthy organizations must have good communication systems; they must recognize the various types of communication; they must be conscious of goal integration; they must be aware of the types of images they portray; and they must have mechanisms for planned change. The more effective we are within an organization in recognizing the above, the more innovative and healthy our organizations are likely to be.



An Evaluation Session of the Institute

PROPOSAL WRITING

Eva U. Eko

One of the major strategies for change involves a thorough understanding and articulation of needs or problems as well as a knowledge of how and what it takes to bring about effective resolution. Proposal writing is one means of documenting needs and specifying appropriate resources (human and material) for meeting them. This includes a clearly defined plan of action directed at bringing about the desired change. To be successful in securing funds through proposal writing, several critical factors must be considered and understood.

The first and foremost priority factor is that of need identification. In this regard, you must know your institution: its needs, strengths and weaknesses; how it works; what changes are being made or should be made; and the kinds of supportive services and resources needed for its effective functioning. It will be very difficult to place these needs in perspective. But, you must be able to make a quantitative analysis of the institution's characteristics - of students, faculty, staff, different curricular and academic programs, non-academic programs, etc. - and assemble appropriate data on these aspects of institutional personality.

One of the problems that you will have, as I have experienced, is that our institutions still do not have, or are ready to generate a body of statistical information that is centrally available on campuses. You will be surprised that you may have to go to different offices to obtain pieces of information that you require. There is a great need for a centralized system of data on all aspects of the institution's life and service. This need is being fulfilled by the development of a data bank for all black institutions by the Management Information Directorate of the Institute of Services to Education. This is just beginning and it is hoped that through this project, our institutions will move to pool their records and statistics together. The Phelps-Stokes Foundation has also held a number of workshops in Atlanta for faculty representatives from black institutions with a view to encouraging them to do something about compiling some

basic statistical information on their campuses. Until these efforts bear fruit, you will have to dig out the information yourself from your institutional files and offices.

Once you have learned what the needs and characteristics of your institution are, you will be in a position to identify clearly or pick out one basic area of needs for which you set about writing a proposal. Your mastery of this select area of needs should be such that you will be able to show clearly how the needs will be served or resolved.

The second priority factor has to do with the preparation of a list of clearly stated objectives for your project. You must indicate how these will affect studdents, faculty, the total institution and, in some instances, the local community. In your proposal, you should be able to demonstrate how the proposed project will have a definitive effect not only on your campus but beyond the wall of your campus. The idea of collaborating with other local agencies or programs, such as Model Cities, is becoming a trend. In fact, the guidelines in certain proposals ask you to state specifically the relationship that the project you are proposing will have with the immediate community or other related projects in the state.

The other important consideration is the preparation of a detailed plan of implementation. This plan should be one that shows how you intend to carry out the project and how you intend to evaluate the project. And this should also include not only the programs, that are to be offered, but also the process and procedure that will be followed. It is also essential that you indicate how the plan, process, or procedure will meet the objectives that you have stated. An important consideration is that you start off right with a thorough knowledge of needs, sharply focused objectives and a logical procedure for carrying out the objectives. The type and number of evaluations as well as guidelines for effective implementation are desirable, if not mandatory.

The next priority factor has to do with obtaining institutional commitment and approval. Here you may run into different kinds of situations on different campuses. In most of our institutions, the development office handles or is responsible for directing proposals, but it does not necessarily mean that they are responsible for writing proposals. I think quite often the faculty and staff do not know that they can write proposals and submit them through the development office for funding. So, this is

something you can do that maybe you have not been doing in the past. Once you have gotten your ideas together in a rough outline or prospectus of what you want to do, your development officer should be able to assist you. You must seek approval for the proposal from your institution's chief academic or administrative officer. This is to ensure that your institution will commit itself to sponoring and to implementing the proposal.

Another important factor is to shop around for funding agencies. Having clearly conceived a plan, you want to be sure that you can get funds for it. There are different funding sources, ranging from the federal government with its numerous agencies, to foundations, professional associations, and some business enterprises. There are literally hundreds of sources available for supporting projects if you know about them and know how to get to them. It is quite possible that some development officers do not know about these although they are supposed to know. You, on your own, have the right to obtain literature and information from the different government sources and foundations. There are many reference sources from where you can obtain information about funding agencies. You might want to talk with the persons who wrote funded proposals at your institution or other nearby colleges and universities. But whatever you do, you have to shop around for the different funding agencies. As you become familiar with these, it will be possible for you to submit certain portions of a proposal for funding by different agencies. This is a trend that is very much encouraged nowadays.

Each funding agnecy has stipulated program priorities that it will fund. From year to year these agencies put out lists of program priority areas for which they invite proposals. You may be aware of the U.S. Office of Education, particularly its Division of College Support. Through its program for developing institutions, (and this is one program that all the institutions know very well about), most of your institutions obtain funds for subsidizing faculty salary, for National Teaching Fellowships, cooperative education, etc. This program is known as Title III of the 1965 Higher Education Act. You should also be familiar with the Bureau of Higher Education's Higher Education Personnel Training Programs, funded under the Educations Professions Development Act. This Institute was funded under this program. There are also other agencies in the Federal Government, that fund proposals from institutions. Wherever you choose to submit your proposal, it is important that you zero in on current program priorities of the funding agency.

You also need to know about geographical distribution of funding. There are certain organizations that want to fund proposals from certain areas of the country. Some organizations concentrate on some geographical areas of the country and certain regions are more open to specific kinds of programs. For instance, Atlanta has become the southeastern regional center for a number of organizations. The U. S. Office of Education is now decentralizing and mnay of the programs for this area, such as Special Services, are now being funded through the Atlanta regional office.

I think a second important thing, besides deciding to which agency you want to send your proposal is that of making contact with the officers of these agencies. This is really important because it is only by writing to them or talking to them or visiting with them, that you can know what their priorities for that particular year are. From my experience, I would encourage that you submit a two or three page prospectus of what you intend to do for their comments, or you take it in yourself and talk it over with them. I can assure you that good proposals are generated by mutual discussion. You can write a very good proposal but just becuase it does not come within the area, that they are most interested in for that year, it may not be funded. But on the other hand, if you go and talk to somebody you will be able to get his own view point and you will come away prepared to write a proposal that will be acceptable to him.

The third area is writing the proposal itself. Whatever you do, write a high quality proposal. You can do this by reading and understanding the instructions and guidelines. Every funding agency has certain basic requirements for proposals. They may, for instance, tell you to write a narrative on three double spaced typewritten pages on 8½" x 11" white paper and you dare not go beyond that. They might give you certain stipulations which you must follow. Those are important. Read the guidelines very carefully, understand them and set about to write. When you do write make sure your proposal fits into the program priorities.

You must also be familiar with the funding limitations. In some programs, you may not be allowed certain kinds of travel expenses and stipends. You have to prepare a clear and concise narrative and budget. The budget is very important and you must defend it. The best place, to defend the budget, is in the narrative. So, there needs to be a cross reference between your budget and the narrative. For example, if you are proposing to hire four consultants for a program, indicate what

exactly each of them will do in order to justify why you are hiring four as opposed to three. It is wise to have budget notes as an appendix because, if you simply summarize your budget, the person reading it would not understand how you arrived at the figures. All your budget requests must be in accordance with the guidelines.

In summary, when you do write a proposal, write one that is of high quality. Remember to read and understand the instructions and guidelines as well as the funding priorities and limitation. Above all, you must prepare a clear and concise narrative and budget. You will find the following documents on funding useful:

1. 1971 Catalog of Federal Domestic Assistance compiled by the Office of Management and Budget. For sale by Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price $7.25.

2. Handbook of Aid to Higher Education by Corporations, Major Foundations and the Federal Government. Compiled by Council for Financial Aid to Education, Inc. 6 East 45th. St., New York, N.Y. 10017. Price $25.00.

3. Financial Aid for Higher Education. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, Price $1.00.

4. Catalog of HEW Assistance. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, Price $5.00.

5. The Foundation Directory. Published and distributed by Columbia University Press, 1971. Price $15.00.

6. Private Foundations Active in the Arts. Published by Washington International Arts Letter, 115 5th. St., S.W., Washington, D. C. 20003.

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